

**THE EFFECT OF USING BALLOON DEBATE TECHNIQUE
TOWARD STUDENTS' SPEAKING ABILITY AT SECOND
YEAR OF SMAN 1 TEMPULING IN
INDRAGIRI HILIR
REGENCY**

A Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting Undergraduate Degree of English Education
(S.Pd)



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PEKANBARU
1435 H/ 2013 M**

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ABSTRACT

Helga Ferdilla (2013): “The Effect of Using Balloon Debate Technique toward Students Speaking Ability at Second Year of SMAN 1 Tempuling in Indragiri Hilir Regency”.

This research was conducted at second year of SMAN 1 Tempuling in Indragiri Hilir. In the school, English subject had been taught by the professional teachers of English. They already used many technique to promote students' speaking. Ideally, the students did not have any big problem about speaking. But in the fact, some of them were still unable to speak well. They used grammar incorrectly when speaking English. They had lack of vocabulary to produce language orally. Besides, they were unable to understand what the speaker said and to pronounce English words well. The objectives of the research were to know the students' speaking ability taught by using Balloon Debate technique and taught without using Balloon Debate technique, and to know the significant effect of using Balloon Debate technique toward students' speaking ability.

This research was an experimental research that used quasi experimental design with nonequivalent control group. The researcher used two classes as the sample of the research. XI IPA 1 was as an experimental class, XI IPA 2 was as a control class. The total number of each class was 20 students. Both of the classes were given pre-test and post test. The treatment was given to experimental class about 6 meetings.

In collecting the data, the researcher used oral presentation test. The score of students' test was assessed by two raters. It was analyzed by using T-Test in SPSS 16.0 version. The result of analysing data was that H_a was accepted and H_o was rejected. In other words, there was a significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency. The researcher concluded that teaching speaking by using Balloon Debate was effective to be used for improving the students' speaking ability.

ABSTRAK

Helga Ferdilla (2013): “Pengaruh Penggunaan Teknik Balloon Debate terhadap Kemampuan Berbicara dalam bahasa Inggris Siswa Kelas Dua SMAN 1 Tempuling Kabupaten Indragiri Hilir.”

Penelitian ini diadakan di kelas dua SMAN 1 Tempuling di Kabupaten Indragiri Hilir. Di sekolah ini, pelajaran bahasa inggris diajarkan oleh guru-guru yang profesional dibidang bahasa inggris. Mereka telah menggunakan berbagai macam teknik pengajaran untuk meningkatkan kemampuan berbicara siswa. Seharusnya, siswa-siswa tidak lagi mempunyai masalah yang besar dalam berbicara. Tapi pada kenyataanya, beberapa diantara mereka masih belum bisa berbicara bahasa inggris dengan benar. Mereka menggunakan tatabahasa yang kurang tepat sewaktu berbicara. Mereka kekurangan kosakata untuk mengungkapkan sesuatu hal secara lisan. Di samping itu semua, mereka juga tidak dapat memahami apa yang dikatakan oleh pembicara dalam bahasa inggris dan juga pengucapan mereka belum sepenuhnya benar. Tujuan penelitian ini yaitu untuk mengetahui kemampuan berbicara siswa dengan pengajaran menggunakan teknik balloon debate dan pegajaran tanpa menggunakan teknik balloon debate, dan juga untuk mengetahui pengaruh yang signifikan dari penggunaan teknik balloon debate terhadap kemampuan berbicara siswa.

Penelitian ini termasuk ke dalam penelitian eksperimen yang menggunakan desain *Quasi Experimental with Nonequivalent Control Group*. Peneliti menggunakan dua kelas sebagai sample dari penelitian ini. Kelas XI IPA 1 sebagai kelas eksperimen, dan XI IPA 2 sebagai kelas kontrol. Jumlah siswa masing-masing kelas adalah 20 siswa. Kedua kelas diberikan pretest dan posttest. Pengajaran dengan teknik baloon debate diberikan sebanyak 6 kali pertemuan pada kelas experimental.

Dalam mengumpulkan data, peneliti menggunakan tes berbicara. Kemampuan berbicara siswa akan dinilai oleh dua orang rater. Nilai dari rater-rater tersebut akan dianalisa menggunakan test-t dengan menggunakan SPSS 16.0. hasil dari penelitian ini yaitu H_a diterima dan H_o ditolak. Dengan kata lain, adanya pengaruh yang signifikan dari penggunaan teknik balloon debate terhadap kemampuan berbicara siswa di kelas dua SMAN 1 Tempuling kabupaten Indragiri Hilir. Peneliti dapat menyimpulkan bahwa pengajaran menggunakan teknik balloon debate efektif digunakan untuk meningkatkan kemapuan berbicara siswa dalam bahasa inggris.

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The title of this thesis is the Effect of Using Balloon Debate Technique toward Students Speaking Ability at Second Year of SMAN 1 Tempuling in Indragiri Hilir Regency.

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Finally, the writer really realizes that there are still some weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed to improve this thesis. May Allah Almighty, the lord of universe bless you all. Amin.

Pekanbaru, September 2013
The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a skill that needs oral ability to produce ideas on mind, especially for English language. It should be studied and practiced persistently. From the educational side, speaking is a skill that is included in an English subject. It must be studied by the students from kindergarten to university level. The students are exercised to come up their ideas orally. They learn how to speak English grammatically and politely. “Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.”¹ It means that the success of English course can be seen from the ability of students to speak English well. It is the point that proves that the students are good at English subject. So, all of the students should study and master English seriously, especially for the speaking skill.

SMAN 1 Tempuling is one of the schools located at 21 Maret Street Sungai Salak in Inhil Regency. This school uses School Based Curriculum (KTSP) as its guidance in teaching and learning process which includes teaching

¹ Jack C. Richards. *Teaching Listening and Speaking from Theory to Practice*. (Cambridge: Cambridge University Press, 2008). P. 16.

English. The standard competence of English subject in SMAN 1 Tempuling for the second grade is that the students will be able to express the meanings in short functional text and monologue in the form of narrative, spoof and hortatory exposition in daily contexts.² It is also supported specifically by the basic competence in syllabus of SMAN 1 Tempuling that the students are able to express the meanings in formal and informal short functional texts accurately, fluently and acceptably in daily contexts. And they are also able to express the meanings in simple monologue texts by using oral language accurately, fluently and acceptably in daily contexts, on texts of: narrative, spoof and hortatory exposition.³ From the curriculum, it can be seen that the English subject focuses more on the genre of text. In this school English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes for one hour.

Based on the researcher's preliminary observation, speaking was taught by using comprehension-Based approach. In this approach, "language acquisition occurs if and only if the learner comprehends meaningful input."⁴ This approach made the students only produce the language based on what the teacher had given to them. They only read the conversation that was delivered on textbook orally. According to Murcia, this approach will not aid their acquisition or spontaneous use of the target language.⁵

² Eva Marlina. Perangkat Pembelajaran Bahasa Inggris. (Inhil: Unpublished, 2011)

³ *Ibid*

⁴ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language [Third Edition]*, (Boston: Heinle & Heinle Thomson Learning, 2001) P. 9.

⁵ *Ibid*

In this school, the English subject had been taught by the professional teachers of English. They had tried to teach their students maximally in order to make their students interested in expressing their ideas by using the target language. The teacher have already used many techniques to improve the students' speaking, for instance conversation, drama, and oral presentation. She gave opportunity to the students for expressing their ideas freely as much as they could. The students also could combine English with Indonesian language in speaking. The teacher did not judge them to speak grammatically all the time, so they could say everything based on the topic. In addition, outside of classroom the teachers also supported it by providing other program such as English club. The students had been taught speaking maximally. Ideally, they did not have any big problem of speaking. But, some of the students still had problems in speaking skill. They could not explore their ideas orally. They were still afraid of making mistake when speaking English. They felt shy to speak in front of the class. Even they were not able to speak grammatically. They had lack of vocabulary to produce English orally. Besides, they were unable to understand what the speaker said and to pronounce English words well. All of the problems are the factors that cause them failed to reach the Standard Minimum Score (KKM). The KKM of English subject is 70.

There are some phenomena occurring during the class based on writer's observation:

1. Some of the students use grammar incorrectly when speaking English.
2. Some of the students have lack of vocabulary to speak.

3. Some of the students are not able to pronounce English words well.
4. Some of the students are afraid of making mistakes in speaking English.
5. The teaching techniques do not give good contribution in teaching speaking.

From the fact above, the researcher thinks that the teacher should solve this problem effectively. To solve the problems, the researcher suggests a technique that can be used in the classroom by the teacher. The technique is Balloon Debate. Balloon debate is a kind of debate activities. It gives students chance to speak up and come up their arguments. According to Jeremy Harmer, Balloon Debate is a popular debating in many decades. It can improve students in speaking skill.⁶ It is a technique that can make students enjoy English lesson.

The researcher thinks that it is an appropriate technique that can be used by the teacher in the classroom, because it is an activity that provides students' chance to speak up. So, from the elaboration above, the researcher is interested in carrying out a research entitled: The Effect of Using Balloon Debate Technique toward Students' Speaking Ability at Second Year of SMAN 1 Tempuling in Indragiri Hilir Regency.

⁶ Jeremy Harmer. *The Practice of English Language Teaching*. Fourth Edition. ([http://www. Longman. Com](http://www.Longman.Com)). P. 350

B. Definition of Key Term

1. Balloon Debate Technique

“A balloon debate is a debate in which a number of speakers attempt to win the approval of an audience.”⁷ It uses the students’ imagination to think that they are in hot air balloon. They have to do speech competition to hold out in the balloon and save their life. Who has bad speech will go out from the balloon and they are lost. Who has good speech will be the winner. It is chosen by the audience.

2. Speaking Ability

Cameron defines “speaking is the active use of language to express meaning, so that other people can make sense of them”.⁸ The speaking ability in this research means that the ability of a student to express ideas, feeling, opinion and the others orally.

C. The Problem

1. The Identification of the Problem

Based on the background of the problems above, it can be identified that there are some problems faced by the students and the teacher. From the students’ side, the problems are: some of them are not able to produce sentences appropriately, pronounce words correctly, express ideas, comprehend the topic discussed in speaking term, and have lack of vocabulary. Meanwhile from the teacher, the problem is the technique used in teaching speaking.

⁷Wikipedia. *Balloon Debate*. Retrieved on July 2nd, 2012 (http://en.wikipedia.org/wiki/Balloon_debate)

⁸ Lynne Cameron. *Teaching Language to Young Learners*. (Cambridge: Cambridge University Press, 2001) P. 40

2. The Limitation of the Problem

Based on the identification above, it is clear that there are some problems involved. In this research, the researcher wants to limit the problems only on the teacher's technique and the students' problem in speaking.

3. The Formulation of the problem

The problems of the research are formulated in the following questions:

- a. How is the students' speaking ability taught without using Balloon Debate technique at second year of SMAN 1 Tempuling in Indragiri Hilir Regency?
- b. How is the students' speaking ability taught by using Balloon Debate technique at second year of SMAN 1 Tempuling in Indragiri Hilir Regency?
- c. Is there any significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency?

D. The Objectives and the Significance of the Research

1. The Objective of the Research

- a. To find out the students' speaking ability taught without using Balloon Debate technique at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.
- b. To find out the students' speaking ability taught by using Balloon Debate technique at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

- c. To find out the significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

2. The Significance of the Research

The research activity is significantly carried out for the following needs.

They are:

- a. To give some information to the teacher and the school about the effect of using Balloon Debate technique toward students' ability in speaking.
- b. To give some contribution to the students in order to improve students' ability in their speaking.
- c. To fulfill one of the requirements to finish the researcher' study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking

Speaking is a key of communication. It plays a very crucial part in people's daily life. Almost of every aspect in our life is covered by speaking. "Speaking in a second language involves the development of a particular type of communication skill."⁹ Biyagate quoted by Nunan in Bobby Febrianto defines "speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling, and manage in terms of who is to say what, to whom, and about what."¹⁰ Cameron states that "speaking is the active use of language to express meaning, so that other people can make sense of them."¹¹ "Speaking is a skill, and as such as needs to be developed and practiced independently of the grammar curriculum."¹² Shumin in Mona Khimes states that "learning to speak a foreign language requires more than knowing its grammar and vocabulary."¹³ From all definitions above, the researcher can conclude that speaking is an activity that gives opportunity to practice language orally. People can express the idea, feeling, or something on the mind to others directly. Speaking does not only

⁹ Ronald Carter and David Nunan. *The Cambridge Guide to Teaching English to Speakers of other Languages*. (Cambridge: Cambridge University Press, 2011). P 14

¹⁰ Bobby Febrianto. *The Influence of Applying Debate Session on Improving the Language Departement Students' Speaking Proficiency at the Second Year of SMAN 3 Pekanbaru*. (Pekanbaru: Unpublished, 2010). P. 10

¹¹ Lynne Cameron. *Op Cit*.

¹² Scott Thornbury. *How to Teach Speaking*. (www. Longman.com) P. iv

¹³ Mona Keimes. *Using Creative Strategy to Promote Students' Speaking*. (Fujairah: Unpublished, 2006) P. 111

deal with correct pronunciation, the use of grammatical structure, and appropriate words, but also with the proficiency to make the listeners understand about what is being talked.

Speaking is an important skill for students. Jack. Richard states “Learners concequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.”¹⁴ It is clear that students should focus on mastering speaking skill. “Mastering the art of speaking is the single most important aspect of learning a second or forein language, and success is measured in term of the ability to carry out a conversasation in the language.”¹⁵ It is useful for the learners. According to M. F Fatel and Praveen M. Jain, oral work has usefulness as follows:¹⁶

- a. To suggest new ideas: When teacher wants to increase the vocabulary of students, he at first should introduce the new ideas to the students, so that student could be able to increase his vocabulary. During this process, the teacher should not apply his own notions on students. He should put a topic' before students, so that there will be discussing or talking among them on the topic. Teacher should put topic according to experiences and interests of students.

¹⁴ Jack c. Richards. *Op Cit.*

¹⁵ David Nunan. *Language Teaching Methodology: a Text Book for Teacher.* (Sydney: Prentice Hall, 1991) P. 39.

¹⁶ M. F Fatel and Praveen M. Jain. *English Language Teaching: Methods, Tools, and Techniques.* (Jaipur: Sunrise Publishers & Distributors, 2008). P. 103, 105

- b. When teacher introduces new ideas, then new word also should be introduced to students so that students could be acquainted with new words. With little efforts students can learn two or three words of English language. Thus, student can be strong in remembering words.
- c. When students learn new ideas and new words, then he should be given the knowledge of way of arranging words properly. There are many differences in order of words in English and Gujarati language. Teacher should tell about the two patterns of the languages. So that student could understand it very well and they could apply them in their speech.
- d. When students learn how to arrange the words properly, then teacher should develop the habit of speaking among his students. He can develop it by asking questions and receiving answers from students. He can organize debate or discussion. So that the habit of speaking could be developed by students.

From the usefulness of speaking, researcher can conclude that speaking is a crucial skill in English language. it cannot be left when studying English. Speaking and the others skill have an interrelationship. It cannot be separated. Speaking is as the high measurement of successful students of language besides three other skills that the students should master them at the end of their learning process; they are listening, reading and writing. In conclusion, speaking skill will play a large part in the overall competences.

2. The Nature of Speaking Ability

Richard states that “the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved.”¹⁷ The foreign language students should have more motivation and ambition to learn a new language. It will make them easier to understand and apply the language. Students’ speaking ability can be determined by their communication orally and their taking part in spoken language activities directly. It can be also described as the ability of persons to express their ideas. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined. Functional means the application of language in suitable situation and condition. According to Kalayo, speaking ability is the measure of knowing a language. It means that ability is description of someone who is able to speak grammatically and fluently.¹⁸

In addition, Kalayo and Fauzan explained that there are three areas of knowledge involved in speaking needed to be recognized by the language learners.¹⁹

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction):

¹⁷ Jack C. Richard and Willy A. Renandya. *Methology in Language Teaching: An Anthopology of Current Practice*. (New York: Cambrige University Press, 2002). P. 201.

¹⁸ Kalayo Hasibuan and Muhammad FauzanAnsyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) P. 101

¹⁹ *Ibid*

- 1) Transaction/information exchange is knowing when clarity of message is necessary.
 - 2) Interaction/relationship building is knowing when precise understanding is not required
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account, who is speaking, to whom, in what circumstances, about what, and for what reason.

In conclusion, the speaking ability is the ability of someone to produce language well. It should have the components of speaking, such as accent, grammar, vocabulary, fluency, and comprehension.²⁰

3. Teaching Speaking

Speaking skill is one component involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' ability in interacting success of the language in involving comprehension as well as production.²¹

The speech produced by the students should highly be controlled at first by the teacher, then as progress is made there should be less rigorous guidance, culminating in situations where the student is free to produce utterance to the situation.²² The teacher should be active to guide students in speaking. The goal of

²⁰ Arthur Hughes. *Testing for Language Teacher*. (Cambridge: Cambridge University. 2003). P.131

²¹ *Ibid*. P.113

²² Geoffrey Broughton, Christopher Brumfit, et al. *Teaching english as a Foreign Language*. Second Edition. (New York: Routledge, 1978). P. 76

teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation.

The successful teacher can be decided by the way of presenting the material whether the language is acceptable and easy to be understood by the students or not. In addition, Nunan in Siti said, there are five principles for teaching English. They are:²³

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking task that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target language at their command to perform

²³ Siti Munawarah. The Effect of Using Impromptu Speech Technique toward Students' Speaking Ability at the Second Year of SMAN 12 Pekanbaru.(Pekanbaru: Unpublished, 2012).P.19

some kinds of oral task.²⁴ Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language.

One of the parts in teaching speaking is giving a task to the students to find out the ability of them. There are four Categories of speaking performance tasks. It can be seen as follows:²⁵

1. Imitative

It means the ability to imitate a word or phrase or possibly a sentence. It is more focused on the accuracy of pronunciation. The example of test is *phonepass*[®].

2. Intensive

It is a test that prompts to produce short parts of discourse through which they demonstrate linguistic ability. The example of this design are directed response tasks, read-aloud tasks, sentence/ dialogue completion task and oral questionnaires, pictured-cued tasks, and translation.

3. Responsive

It is a design of assessment that involves interactions and test comprehension in short conversation, standard greeting and small talk, simple requests and comments, and the others. The forms of test are question and answer, paraphrasing, and test of spoken English (TSE[®]).

²⁴ Jeremy Harmer. *How to Teach English: An Introduction to the Practice Language Teaching*. (Cambridge: Addison Wesley Longman Limited, 1998). P.87

²⁵ H. Douglas Brown. *Language Assessment: Principle and Classroom Practices*. (San Francisco: Pearson Education, 2003). P. 141.

4. Interactive

Interactive has long stretches of discourse that interacts between more than two participants in long duration. The example of the tasks are interview, role play, games, and oral proficiency interview (OPI).

5. Extensive

It is a monologue test that has complex, relatively lengthy stretches of discourse. It is like oral presentation, pictured-cued story-telling, retelling a story and translation.

All of assessment designs will help the teacher to give task to the students. It can measure the ability of students in speaking skill. The teacher can choose the design based on the lesson being learnt at the time.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. Also, in this teaching speaking, the researcher teaches the students dealing with the students' text books and their prior knowledge added by supplement material that is still correlated to syllabus by applying Balloon Debate technique.

4. The Concept of Balloon Debate Technique

a. Definition of Balloon Debate Technique

There are many activities to promote speaking skill. They are such as acting script, conversation, drama, role play, discussion, etc. "One as the most

challenging teaching situation is the advanced discussion or speaking class.”²⁶ Discussion is a popular activity in school environment. The students may aim at arriving at a conclusion, sharing ideas about an event, or finding solutions in their discussion groups. Many of the discussion games may lead to oral or written follow-up activities, such as mad discussion, buzz group, debate, word wizard, four corner, etc.²⁷

Debate is one of the activities in discussion.²⁸ It is the oldest activities of civilization. It can exercise the students to think hard about a topic. It encourages students to stick to a point of view and to use language persuasively.

Jeremy Harmer states that “a popular debating game which has survived many decades of use is the Balloon Debate, because it is based on the scenario in which a group of people is travelling in the basket of a balloon.”²⁹ Besides, Wikipedia also delivers “a Balloon Debate is a debate in which a number of speakers attempt to win the approval of an audience.”³⁰ Balloon Debates have traditionally been used as a fun way to introduce debating to a class or debating society or as an end-of-term activity. However, with planning, it can be used Balloon Debates in a much more sophisticated way following the same planning stages as formal debates.

²⁶ Keith S. Folse. *Discussion Starters: Speaking Fluency Activities for Advance EFL/ ESL Students*. (Michigan: The University of Michigan Press, 1996). P. IV

²⁷ Friederike Klippel. *Keep Talking: Communicative Fluency Activities for Language Teaching*. (Cambridge: Cambridge University Press, 1991) P. 73

²⁸ Jeremy Harmer. *Loc Cit.* P. 350

²⁹ *Ibid*

³⁰ Wikipedia. *Balloon Debate*. Retrieved on July 2nd, 2012 (http://en.wikipedia.org/wiki/Balloon_debate)

Scott Thurnbury states Balloon Debate is a speaking activity where is a group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the other have to jump). It can be done individual or pair.³¹ So, the concept of a Balloon Debate is a hot air balloon that is coming down and order to save any of the passengers, other will need to be thrown down overboard. Each student represents the different people (or objects/ concepts/ materials) in the balloon and argues in turn to the class why they should be saved.

Stoneham also shares that Balloon Debate is designed to help students discuss social issues as well as encourage them do develop debating and listening skills. It is also a good lesson for developing English language fluency and persuasive techniques.³² The topic of Balloon Debate also can relate to the social phenomena that occurred in the era.

According to JudyT, “Balloon Debate is a form of debate in which a number of speakers argue for their own favorite from a group.”³³ It uses the students’ imagination to think that they are in hot air balloon. They have speech competition to hold out in the balloon and save their life. Who has bad speech will go out from the balloon and they are lost.

Simon says that Balloon Debate is type of debate that is held with an audience of students judges, who can note down scores for particular speakers as an aid to subsequent feedback . Allow three or four minutes per round of

³¹ Scott Thurnbury. *Loc Cit.* P. 103

³² Stoneham, Neil. *The Balloon Debate*. Retrieved on July 3rd, 2012.
(<http://www.bangkokpost.com/education/site2004/1cjn2904.htm>)

³³ JudyT. *Balloon Debate*. Retrieved on July 1st, 2012.
(http://www2.ise.ac.uk/humanRights/articlesAndTranscripts/Balloon_debate_George_Orwell.pdf)

argument, either nominating two students to face off against other or allowing two or more to make the case for their side at the same time. Balloon Debates can be done with each students impersonating somebody famous. They can also use best/ wors lists, or debates more generally, with the lest impressive speakers or arguments being thrown to their doom.³⁴

In debate and Balloon Debate, students are required to show their arguments. However, the situations are different. In formal debate, there is a motion that will be discussed by them, and in Balloon Debate, they must present the famous people, occupations, and situations.

b. The Advantages of Balloon Debate Technique

According to Jon M.Ericson, there are many advantages of debate. They are:³⁵

- a. The ability to collect and organize ideas. A good debater is one who can get many evidences and data accurately of the debate topic that have good quality to be discussed. It will make students think hard and force them to have vast knowledge.
- b. The ability to subordinate ideas. A debater should be able to add ideas that will support the first idea that has been delivered by the first speaker in the group. The students will practice to make good correlation between the first idea and the other.

³⁴ Thomas Simon. *Balloon Debate*. Retrieved on July 3rd, 2012. (<http://efl-resources.com/staging-class-deabtes/>)

³⁵ Jon M.Ericson, James J.Murphy, et al. *The Debater's Guide*. Third edition. (Carbondale: Southern Illinois University Press, 2003) P. 3

- c. The ability to evaluate evidence. The students should have knowledge and experience first to know the accurate evidence. It is also supported by the sources.
- d. The ability to see logical connections. Aristotle once pointed out that the ability to see what is similar among dissimilar things is a mark of genius. The great mass of data presented during most debates causes confusion among the hearers; therefore the speakers who can identify the relationship between items help to clarify the debate for the audience and thus improve their own chances of success. It means that the debaters should have ability to find out the correlation between the ideas and the topic.
- e. The ability to think and speak in outline terms. Clarity is essential in a debate (and in any good communication, for that matter), during which the clash of ideas often confuses an audience. The debaters must have not only a perfectly clear mental outline of their entire case but also the ability to communicate the sense of that outline to the audience. The debaters should have good communication skill to explain the ideas in front of the audience. So, they can understand what the speaker means.
- f. The ability to speak convincingly. A debater should have good speech to convince the ideas.
- g. The ability to adapt. Since a debate is a fluid situation in which constantly changing as new ideas are introduced by various speakers, it places a premium on readiness of reply. In practice, this readiness means that you must not only

be well organized, logical, analytic, and convincing but also be able to react to new ideas quickly.

From those advantages, we can see that debate is a good choice to promote students' speaking. It will make students to be more creative and innovative to create good speech in the debate session.

The purpose of Balloon Debate is able to generate strong feelings both from a moralistic outlook and an emotional one.³⁶ It forces students to think the strong arguments of the topic. Each member should make the audience interested in their arguments. It also can help students to think about issues and form opinions on them.³⁷ One of the main advantages of a Balloon Debate is that it can generate a large amount of information, with the pupils researching their own topic and then telling the rest of the class what they have learnt. It will add the knowledge of the students.

c. The Procedures of Balloon Debate Technique

There are many procedures for applying the Balloon Debate technique in the class room.

Scott Thornbury said that

Balloon Debate is based on the idea that a hot air balloon with its cargo of passengers is dangerously over loaded and at least one of the passengers has to be jettisoned. The group members representing famous people in history, famous living people, or people in different profession, put their case as to why they should be saved and why someone else should be sacrificed. This works

³⁶ Career Management Skill. *Effective Presentation*. Retrieved on July 2nd, 2012 (<http://www.lsbu.ac.uk/careers>)

³⁷ Nicola Gooderson (Scouts). *Balloon Debate*. Retrieved on July 5th, 2012. (www.Scout.org). P. 1

best if students have time to prepare case, and this can be done in pairs.³⁸

Jeremy harmer delivered the application of Balloon Debate is like this.

A number of people are travelling in the basket of a hot- air balloon. Unfortunately, however, there is a leak and the balloon cannot take their weight: unless someone leaves the balloon, they will all die. Students take on the role of a real-life person, their living or historical- from Confucius to Shakespeare, from Cleopatra to Marie curie. They think up arguments about why they should be the survivors, either individually or in pairs or group. After a first round of argument, everyone votes on who should be the first to jump. As more air escapes, a second round means that one more person has to go until, some rounds later, the eventual sole survivor is chosen.³⁹

The procedure of Balloon Debate is also explained by Davis in Amelia. Firstly, tell the students to draw up it on the board. The list will probably include such item as grammar, vocabulary, listening. Secondly, explain that the class is going to take a part in a “Balloon Debate.” They are all in a hot air balloon which is in danger of plummeting to the ground because there are too many people in it. Each person must argue their case for staying in the balloon on the ground of their importance to humanity. This is usually done with famous people or worthy professions, but in this case each student will represent a component of the course and will argue for staying in the course. This will then be put to the vote. Thirdly, divide the class into an appropriate number of groups, depending on class size and the number of items on the list. Tell them to conduct the debate when a set number have been thrown out of each balloon, or when there is only

³⁸ Scott Thornbury. *Loc Cit.* P. 103.

³⁹ Jeremy Harmer. *Loc Cit.* PP. 350-351

one student left in each n, depending on how well students respond.

Finally, conduct a whole group feedback, in which the students discuss variations in their results, and their reactions.⁴⁰

Anderson also gives contribution about the way to apply Balloon Debate. There are as follows:⁴¹

1. The teacher creates a list of people with different backgrounds. It can be famous individuals, characters, or type of people from the present day or historical figures.
2. Each student chooses or is given a person to be.
3. Each student is given time to think about their character and identify some reasons why the person is important to society.
4. The teacher explains that the group are in a hot air balloon that has losing air.
5. To stay in the air, a person must leave the balloon
6. Taking turns, each person explains why their character should be allowed to stay in the balloon.
7. Once everyone has spoken, the other students must decide who should be out from the balloon. This can be done by taking a vote and the person with the most votes leaves the balloon.
8. The process then starts again, as the hot air balloon is still losing height, so that another person must be removed until there is only one person left. Each time, the participant should think of a different reason why they should stay.

⁴⁰ Amelia Inda Fitria. Balloon Debate: An Alternative Technique in Teaching Speaking at Senior High School in Jambi. (Jambi: Unpublished, 2013).

⁴¹ Nicola Gooderson (Scouts). *Loc Cit.* P. 1-2.

9. At the end of the debate, the participants can discuss why the people left the balloon in the order they did, what are the characteristics or skills and attributes of the people who seemed to be the lost and least valuable to society.
10. The audience should pay attention to the debate, so they can participate fully in the discussion at the end.

Actually, all of the procedures are almost the same. The point is the debate activity in the classroom that has location in the hot air balloon. Each passenger of the balloon should deliver a speech about a topic. Who are bad will be lost and go out from the balloon. The winner will be decided by the audience.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.⁴² There are several relevant researches which have relevance to this research especially in speaking area.

1. Thomas Baker, research about Debating in Chilean 6th Grade EFL classroom. He found that Balloon Debate was easily taught and quickly learned by his 6th graders. They used grammar and vocabulary they had learned during the year. This recycling helped them consolidate their previous learning. Students worked collaboratively and got practice in public speaking and used critical thinking skills to develop arguments. Debating proved to be a fun and enjoyable way to productively finish the year for his students. So, he

⁴² Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2011). P. 122.

suggested to the teacher to use debate technique, especially Balloon Debate, to apply it in the classroom.⁴³

2. The research was conducted by Amelia Inda Fitria entitled “*Balloon Debate: An Alternative Technique in Teaching Speaking at Senior High School in Jambi*”. She used quasi experimental research design. The result of the research showed that Balloon Debate had an effect on the students’ speaking skill. The effect was proved by the increasing of the students’ pronunciation, grammar, fluency, and vocabulary. Her research was different from this research, because in her research she used Balloon Debate grouply and she only found out four components to assess students’ speaking.⁴⁴
3. The research was conducted by Asih Kurniawati entitled “*The Use of Balloon Debate as Teaching Media to Improve Students’ Speaking Skill a Case of the Eleventh Grade Students of SMAN 1 Karangtengah Demak in the Academic Year of 2012/201*”. The type of the research was quasi experimental design. The population of the research was SMA N 1 KarangTengah Demak and the sample was the eleventh grade students. The number of them was about sixty students. In collecting the data, she used a test. The result of her research was that there was a significant difference in the students’ speaking skill between experimental and control group. Her research was different from this research, because she used media to apply the technique in the classroom.⁴⁵

⁴³ Thomas Baker. *Debating in Chilean 6th Grade EFL Classroom*. (Santiago Andrés Bello, 2008)

⁴⁴ Amelia Inda Fitria. *Op Cit*. (Jambi: Unpublished, 2013).

⁴⁵ Asih Kurniawati. *The Use of Balloon Debate as Teaching Media to Improve Students’ Speaking Skill a Case of the Eleventh Grade Students of SMAN 1 Karangtengah Demak in the Academic Year of 2012/2011*. (Demak: Unpublished, 2013)

From the researches above, writer can conclude that Balloon Debate is a good technique to promote students' speaking. It will make students enjoy in studying. It also exercises them to think hard about a topic.

C. Operational Concept

In this operational concept, the writer would like to explain briefly about variable of the research itself. There are two variables used. The first is Balloon Debate technique which refers to the teacher's technique in teaching speaking. The second is students' ability in speaking. Therefore, it is necessary to clarify briefly the variables used in this study.

1. The use of Balloon Debate technique as an independent variable, symbolized by "X".
 - a. The teacher picks about some students and gives them a different topic.
 - b. The teacher asks them to imagine that they are together in a hot air balloon that is rapidly sinking.
 - c. The teacher explains that one of them must be thrown overboard in order to save the others.
 - d. The teacher asks each participant to make a speech saying why they should be allowed to stay in the balloon.
 - e. The teacher asks the audience to vote and the losers are disqualified from the debate. Only one participant can be safe and be the winner of the debate.

2. The students' ability in speaking as a dependent variable symbolized by "Y".
 - a. Students are able to speak in good pronunciation.
 - b. Students are able to speak in correct grammar.
 - c. Students are able to speak in accurate vocabulary.
 - d. Students are able to speak fluently.
 - e. Students have a good comprehension.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the students who are treated with Balloon Debate technique achieve better speaking skill than those who are not treated. It makes students easy to speak English.

2. Hypotheses

- a. Null Hypothesis (H_0): There is no significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.
- b. Alternative Hypothesis (H_a): There is a significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

CHAPTER III

RESEARCH METHOD

A. Research Design

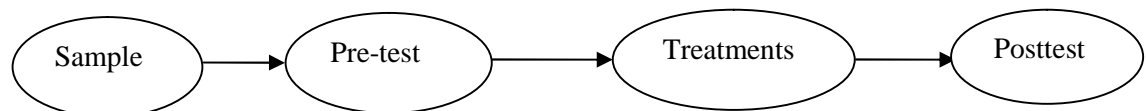
This research is a kind of experimental research. “It is procedures in quantitative research in which the investigator determines whether an activity or materials make difference in result for participants.”⁴⁶ So, in experimental research, the research has purpose to try something that can influence the result of studying. In this research, the researcher used quasi experimental design with nonequivalent control group. Gay and Airasian stated that quasi experimental design is used when the researcher keeps the students in exiting classroom intact and the entire classrooms are assigned to treatments.⁴⁷ It is the appropriate one to use in this research. This design used two classes. One class was as a control class taught without using Balloon Debate technique and the other class was as a treatment/experimental class taught by using Balloon Debate technique. In both of classes, the researcher gave pre-test first. It was to know the basic ability of students. After that, the researcher gave treatment by using Balloon Debate technique to the experimental class and without using Balloon Debate technique for the control class. The last one, after teaching several meetings, the researcher gave post test to know the significant difference between using Balloon Debate

⁴⁶Jhon.w.cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* . (New Jersey: Pearson Education,2008) P. 60

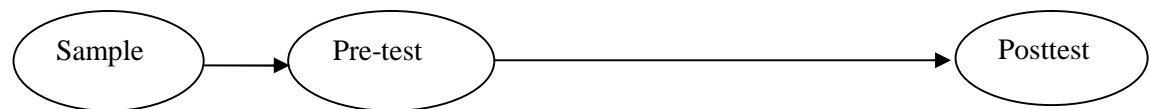
⁴⁷ L.R Gay and Peter Airasian. *Educational Research: Comptecies for Analysis and Application*. (New Jersey: Prentice- Hall Inc, 2000). P. 367.

technique and without using Balloon Debate technique. The control class was also given the post test to know the differences between both classes. To give the clear one, the researcher delivers the illustration as follows:

1. Experimental Class



2. Control Class



B. Subject and object of the research

1. Subject of the Research

The subjects of this research were the teacher (the researcher) and the second year students of SMAN 1 Tempuling, Indragiri Hilir in 2012-2013 in academic year.

2. Object of the Research

The objects of this research were Balloon Debate Technique and students' speaking ability.

C. Location and Time of the Research

The research was conducted at the second year students of SMAN 1 Tempuling located at 21 Maret Street, Sungai Salak, Indragiri Hilir in 2012/2013 of academic year. The research was done on May 2013.

D. Population and Sample

1. Population

The population of this research was the second year students of SMAN 1 Tempuling, Inhil in 2012-2013 academic years. It had four classes. The number of population was 109 students.

TABLE III.1
THE TOTAL POPULATION OF THE SECOND YEAR
STUDENTS OF SMAN 1 TEMPULING, INHIL

No.	Class	Total
1	XI.IPA.1	20
2	XI.IPA.2	20
3	XI.IPS.1	34
4	XI.IPS.2	35

2. Sample

The total number of the second year students at SMAN 1 Tempuling, Inhil in 2012-2013 academic years was large enough to be taken all as sample of the research. In this research, the researcher only needed two classes. One class was as the experimental class and the other was as the control class. So the researcher limited the population by using cluster sampling randomly.⁴⁸ The researcher used lottery by passing out small rolled paper marked by the sequence name of the classes. The researcher chose which class as experimental and control class between all of the classes. The classes that had been chosen were XI.IPA.1 as an experimental class and XI. IPA.2 as a control class.

⁴⁸ L.R Gay and Peter Airasian. *Loc Cit.* P. 129.

TABLE III.2
SAMPLES OF THE RESEARCH

No.	Class	Total	
1	XI.IPA.1	20	Experimental Class
2	XI.IPA.2	20	Control Class

E. Technique of Collecting the Data

To find out the effect of Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency, the writer used test as the instrument to collect the data.

The reseacher did the test to find out the result of teaching and learning process by using new strategy. In here, the reseacher used oral production test to collect the data.

The kinds of test given to the students are as follows:

- 1) Pre-test was given to both of classes, experimental and control class, by the researcher to know the basic ability of students' speaking. The researcher gave a text about hortatory exposition. The students should read it about five until ten minutes. After that, the researcher asked the students to give arguments or their point of view about the writer's opinion on the text. They should present it about 3 minutes maximally. The resercher recorded them on videos.
- 2) Post test was given after teaching several times to both of classes. It was to know the difference between students' speaking ability after being taught by using Balloon Debate technique and without using Balloon Debate technique.

The procedure was the same as the pre-test, but the topic of the text was different.

There were some components considered in assessing the students' speaking ability. They were: accent, grammar, vocabulary, fluency and comprehension.⁴⁹ So, this research used this technique in assessing the students' ability. They had typical scale where each component had a set of qualities (level) to be rated and a series of possible rating. Hughes describes the rating as follows:

a. Accent

TABLE III.3
ACCENT

Score	Requirement
1.	Pronunciation frequently unintelligible.
2.	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
3	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
4	Marked "Foreign accent" and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous, mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of "foreign accent"

b. Grammar

TABLE III.4
GRAMMAR

Score	Grammar
1	Grammar almost entirely inaccurate except in stock phrase.
2	Constant errors showing control of view major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

⁴⁹ Arthur Hughes. *Loc Cit.* P.131

c. Vocabulary

TABLE III.5
VOCABULARY

Score	Requirement
1	Vocabulary inadequate for even the simple conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

TABLE III.6
FLUENCY

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

TABLE III.7
COMPREHENSION

Score	Requirement
1	Understands too little for the simplest types of conversation.
2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Note: for non-native speaker, number 5 is the highest score.

The speaking result was evaluated by concerning five components and each component had score or level. Each component had 20 the highest score and the total of all componets is 100. The specification is as follows:

TABLE III. 8
THE SPECIFICATION OF THE TEST SCORE

No	Speaking Skill	The Highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

1. Procedures of Collecting Data for Control Class

In control class, there were two procedures of collecting data:

a. Pre-test

Pre-test was given by the researcher to know the basic ability of students' speaking. The researcher gave a text about hortatory exposition. The students should read it about five until ten minutes. After that, the researcher asked the students to give arguments or their point of view about the writer's opinion on the text. They should present it about 3 minutes maximally. The resercher recorded them on videos.

b. Post-test

Post test was given to the students after teaching English for several times. It was to know the students' speaking ability after teaching without using Balloon Debate technique. The procedure was the same as the pre-test, but the topic of text was different.

2. Procedures of Collecting Data for Experimental Class

In the experimental class, there were three procedures of collecting data:

a. Pre-test

Pre-test was given by the researcher to know the basic ability of students' speaking. The researcher gave a text about hortatory exposition. The text was the same as the control's. The students should read it about five until ten minutes. After that, the researcher asked the students to give arguments or their point of view about the writer's opinion on the text. They should present it about 3 minutes maximally. The researcher recorded them on videos.

b. Treatment

In the experimental class, the researcher taught six times to give the treatment. The treatment was Balloon Debate technique. The teacher used Balloon Debate procedure on the hortatory exposition material. The topics given in each meeting were:

TABLE III.9
THE TOPIC OF TEACHING SPEAKING IN EACH MEETING

No	Meeting	Topic
1	I	Should Mobile Phone be Banned in the Schools
2	II	The Importance Professions in this Era
3	III	The Famous Scientist in the World
4	IV	The Famous Corruptors in Indonesia
5	V	The Best TV Program of Finding Talented People in Indonesia
6	VI	The Greatest President in Indonesia

c. Post-test

Post test was given after the students were taught several times by using Balloon Debate technique. It was to know the speaking ability of the students after

giving the treatment. The procedure was the same as the pre-test, but the topic of text was different.

Finally, the result of the test in control and experimental classes was assessed by two raters. The score from the raters was analyzed in data analysis to know the difference of students' speaking ability between taught without using Balloon Debate technique and taught by using Balloon Debate technique.

3. Validity and Reliability of Test

The test used for testing students' speaking ability had to have validity and reliability. The test can be said to be valid if it measures accurately what it is intended to measure.⁵⁰ There are four types of validity, they are content validity, concurrent/ criterion validity, predictive validity, and construct validity.⁵¹ Setiyadi stated that to know the validity of the test, the researcher used construct validity; in construct validity the researcher consulted with the expert to discuss the instrument used in measuring speaking ability of the students.⁵² Sugiyono said that validity was divided into two kinds; they were internal validity and external validity. Test was included into internal validity. It should consider the construct validity and content validity.⁵³ To analyze the construct validity, it can be used judgment experts based on some components that should be considered in giving students' score. To analyze the content validity, it can compare between the content of test and the material taught.⁵⁴ The pretest and posttest of this research

⁵⁰ Arthur Hughes. Loc Cit. P. 26.

⁵¹ Jhon.w.cresswell PP. 172-173.

⁵² Bambang Setiyadi. *Metode penelitian untuk Pengajaran Bahasa Asing*. (Yogyakarta: Graha Ilmu, 2006). P. 25

⁵³ Sugiyono. *Metode Penelitian Pendidikan*. (Bandung: Alfabeta, 2011). Pp. 176

⁵⁴ Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta. 2012). PP. 352-353.

were valid, because the students' speaking was measured by two raters by using the standard score of assessing speaking from Hughes. The test was based on the material studied by the students at the moment. In making the test, the researcher had consulted first with the researcher's supervisor.

According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁵⁵ It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. Hartono states that reliability is an instrument that can give the consistent result of test in several times.⁵⁶ In short, the characteristic of reliability is sometimes termed consistently. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

Gay says that "inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges."⁵⁷ In this research, the researcher used inter rater reliability, because the researcher had two raters in order to assess the students' speaking ability.

According to Shohami in Mardiyanti, there are five types of reliability. They are test-retest, parallel forms, internal consistency, inter rater and intra rater.⁵⁸ Gay says that "inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges."⁵⁹ In this research, the researcher used inter rater reliability, because the researcher had two

⁵⁵ L.R. Gay and Peter Airasian. *Loc Cit.* P. 169

⁵⁶ Hartono. *Metodologi Penelitian*. (Pekanbaru: Zanafra, 2011). P. 80

⁵⁷ L.R. Gay and Peter Airasian. *Op Cit.*

⁵⁸ Mardiyanti Aida Putri. *Loc Cit.* P. 44.

⁵⁹ L.R. Gay and Peter Airasian. *Op Cit.*

raters in order to assess the students' speaking ability. The following table describes the correlation between scores of rater 1 and rater 2 by using pearson product moment correlation formula through SPSS 16.0 version:

TABLE III.10
CORRELATION

		Rater1	Rater2
Rater1	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.001
	N	20	20
Rater2	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.001	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it could be seen that r calculation is 0.672, the significant is 0.001 and the total number of students is 20.

By orienting the Number of Significance, it is probably is > 0.05 , there is no correlation. If probably is < 0.05 , there is a correlation. From the data, the number of significant is 0.001. it is lower than 0.05. it means that there is a correlation between rater1 and rater2.

From r calculation of the data, it shows that 0.672 includes into moderate correlation from the Product moment correlation coefisiensi table.⁶⁰

⁶⁰ Hartono. *Loc Cit.* P 87

F. Technique of Data Analysis

In analyzing the data, the researcher used t-test formula. According to Hartono, t-test is one of the statistic tests used to know whether any or not the significant difference of two samples of mean in two variables.⁶¹ The data were statistically analyzed by using SPSS 16.0 version to know whether the result of the research statistically significant.⁶² In manually, the formula of t-test is as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o = The value of t – obtained

M_x = Mean score of experimental sample

M_y = Mean score of control sample

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

The t – table was employed to see whether there is a significant difference between the mean score of both experimental and control group. The t - obtained value was consulted with the value of t – table at the degree of freedom (df) as follows:

df = $(N1+N2) - 2$

df = the degree of freedom

N1 = the number of students in experimental class

⁶¹ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008) P.171

⁶² Hartono. *SPSS 16.0: Analisis Data Statistika dan Penelitian*. (Pekanbaru: Zanafra, 2008). P. 147

N_2 = the number of students in control class

Statically hypothesis is:

$$H_a : t_o > t - \text{table}$$

$$H_o : t_o < t - \text{table}$$

H_a is accepted if $t_o > t - \text{table}$ or there is a significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

H_o is accepted if $t_o < t - \text{table}$ or there is no significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of Research Procedure

The purposes of the research were to find out how the students' speaking ability taught without using Balloon Debate technique and taught by using Balloon Debate technique was and also to find out the significant effect of using Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling in Infragiri Hilir Regency. The data were obtained from the students' pre and post test scores of control and experimental classes.

Before giving treatment to experimental class, the researcher gave pre-test first to control and experimental classes. The form of test was oral presentation. The researcher gave a text about hortatory exposition, and then the students should read it first, after that they should give their opinions about the writer's arguments on the text. The maximal time to present it was 3 minutes. When the students gave the arguments in front of the class, the researcher recorded them on videos.

In experimental class, the researcher gave a treatment in teaching process. The treatment was Balloon Debate technique. The researcher applied the technique into hortatory exposition text. It was done for six meetings.

After giving treatments for several times to experimental class, the researcher gave the post test to control and experimental class. It used different topic from the pre test, but it had the same procedure to do it. The speaking test

was evaluated by concerning five components: accent, grammar, vocabulary, fluency, and comprehension. Each component had its score.

The recording of students' speaking test on pre and post test were burned into CD. It was given to two raters to evaluate the scores of students in speaking skill. The result was analyzed by the researcher.

B. Data Presentation

The data of the research were obtained from scores of the students' pre and post test on control and experimental classes. There were two data of students' speaking ability served by the researcher. They were the data of students' speaking ability taught without using Balloon Debate technique and the data of students' speaking ability taught by using Balloon Debate technique. They were as follows:

1. Students' Speaking Ability Taught without Using Balloon Debate Technique

The data of the students' speaking ability taught without using Balloon Debate technique were gotten from pre and post test of XI IPA 2 as the control class. The number of students was 20 students. The data could be seen from the table below:

TABLE IV.1
THE SCORES OF STUDENTS' SPEAKING ABILITY TAUGHT
WITHOUT USING BALLOON DEBATE TECHNIQUE

STUDENTS	CONTROL CLASS	
	PRE TEST	POST TEST
Student 1	52	54
Student 2	58	64
Student 3	52	62
Student 4	52	58
Student 5	56	66
Student 6	44	48
Student 7	54	66
Student 8	50	50
Student 9	58	68
Student 10	56	70
Student 11	50	48
Student 12	56	70
Student 13	48	54
Student 14	46	52
Student 15	58	62
Student 16	46	52
Student 17	60	74
Student 18	48	54
Student 19	54	60
Student 20	40	42
Total	1038	1174
Mean	51.9	58.7

From the table, researcher found that the total score of pre-test in control class was 1038 while the highest was 60 and the lowest was 40. From the post-test of control class, the total score was 1174, while the highest score was 74 and the lowest was 42. It means the students had little increasing of their speaking ability. The mean of the pre-test score was 51.9, while the mean of post-test was 58.7. The frequency of the pre test and post test score of the control class can be seen below:

TABLE IV.2
THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST AND
POST-TEST SCORE IN CONTROL CLASS

SCORE OF PRE-TEST	FREQUENCY	PERCENTAGE	SCORE OF POST-TEST	FREQUENCY	PERCENTAGE
40	1	5%	40	0	0%
42	0	0%	42	1	5%
44	1	5%	44	0	0%
46	2	10%	46	0	0%
48	2	10%	48	2	10%
50	2	10%	50	1	5%
52	3	15%	52	2	10%
54	2	10%	54	3	15%
56	3	15%	56	0	0%
58	3	15%	58	1	5%
60	1	5%	60	1	5%
62	0	0%	62	2	10%
64	0	0%	64	1	5%
66	0	0%	66	2	10%
68	0	0%	68	1	5%
70	0	0%	70	2	10%
72	0	0%	72	0	0%
74	0	0%	74	1	5%
Total	N=20	100%		N=20	100%

Based on the table above, it was found that in pre-test 1 student who got score 40 (5%), 1 student got score 44(5%), 2 students got score 46 (10%), 2 students got score 48 (10%), 2 students got score 50 (10%), 3 students got score 52 (15%), 3 students got score 54 (15%), 3 students got score 56 (15%), 3 students got score 58 (15%), and 1 student got score 60 (5%). The highest frequency was 3 at the score of 52, 56, and 58. The total frequency of students was 20.

For the post test score in control class, there were 1 student who got score 42 (5%), 2 students who got score 48 (10%), 1 student who got score 50 (5%), 2 students got score 52 (10%), 3 students who got score 54 (15%), 1 student who

got score 58 (5%), 1 student who got score 60 (5%), 2 students who got score 62 (10%), 1 student who got score 64 (5%), 2 students who got score 66 (10%), 1 student who got score 68 (5%), 2 students who got score 70 (10%), and 1 student who got score 74 (5%). The highest frequency was 3 at the score of 54. The total frequency of the students was 20.

2. Students' Speaking Ability Taught by Using Balloon Debate Technique

The data of students' speaking ability taught by using Balloon Debate technique were taken from pre and post test of XI IPA 1 as the experimental class. The number of students was 20 students. The data can be seen from the table below:

TABLE IV.3
THE SCORES OF STUDENTS' SPEAKING ABILITY TAUGHT BY
USING BALLOON DEBATE TECHNIQUE

STUDENTS	EXPERIMENTAL CLASS	
	PRE TEST	POST TEST
Student 1	48	62
Student 2	52	62
Student 3	54	76
Student 4	58	74
Student 5	44	62
Student 6	56	80
Student 7	50	70
Student 8	52	62
Student 9	56	76
Student 10	40	60
Student 11	56	80
Student 12	54	64
Student 13	56	68
Student 14	54	60
Student 15	46	60
Student 16	44	72
Student 17	56	74
Student 18	54	68
Student 19	52	78
Student 20	50	74
Total	1032	1382
Mean	51.6	69.1

From the table above, the researcher found that the total score of pre-test in experimental class was 1032, while the highest score was 58 and the lowest was 40. In post test of experimental class, the total score was 1382, while the highest score was 80 and the lowest was 60. It means that the students had significant increasing of their speaking ability. Because the score of pre- test and post test in experimental class had a big difference. The frequency score of pre test and post test in experimental class can be seen as follows:

TABLE IV.4
THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST AND POST-TEST SCORE IN EXPERIMENTAL CLASS

SCORE OF PRE-TEST	FREQUENCY	PERCENTAGE	SCORE OF POST-TEST	FREQUENCY	PERCENTAGE
40	1	5%	40	0	0%
44	2	10%	44	0	0%
46	1	5%	46	0	0%
48	1	5%	48	0	0%
50	2	10%	50	0	0%
52	3	15%	52	0	0%
54	4	20%	54	0	0%
56	5	25%	56	0	0%
58	1	5%	58	0	0%
60	0	0%	60	3	15%
62	0	0%	62	4	20%
64	0	0%	64	1	5%
66	0	0%	66	0	0%
68	0	0%	68	2	10%
70	0	0%	70	1	5%
72	0	0%	72	1	5%
74	0	0%	74	3	15%
76	0	0%	76	2	10%
78	0	0%	78	1	5%
80	0	0%	80	2	10%
Total	N=20	100%		N=20	100%

Based on the table above, it was found that in pre test of experimental class 1 student got score 40, 2 students got score 44, 1 student got score 46, 1

student got score 48, 2 students got score 50, 3 students got score 52, 4 students got score 54, 5 students got score 56, 1 student got score 58. The total of the frequency was 20. The highest frequency was 5 at score of 56.

While in post test, there were 3 students who got 60, 4 students who got 62, 1 student who got 64, 2 students who got 68, 1 student who got 70, 1 student who got 72, 3 students who got 74, 2 students who got 76, 1 student who got 78, and 2 students who got 80. The total of the frequency was 20. The highest frequency was 4 at the score of 62.

3. The Data Presentation of the Effect of Using Balloon Debate Technique toward Students' Speaking Ability

The following table was the description of pre and post test for the control and experimental class.

TABLE IV.5
STUDENTS' PRE TEST AND POST TEST OF CONTROL CLASS AND
EXPERIMENTAL CLASS

No	Respondents	Control Class		Gain	Experimental Class		Gain
		Pre-Test	Post-Test		Pre-Test	Post-Test	
1	Student 1	52	54	2	48	62	14
2	Student 2	58	64	6	52	62	10
3	Student 3	52	62	10	54	76	22
4	Student 4	52	58	6	58	74	16
5	Student 5	56	66	10	44	62	18
6	Student 6	44	48	4	56	80	24
7	Student 7	54	66	12	50	70	20
8	Student 8	50	50	0	52	62	10
9	Student 9	58	68	10	56	76	20
10	Student 10	56	70	14	40	60	20
11	Student 11	50	48	-2	56	80	24
12	Student 12	56	70	14	54	64	10
13	Student 13	48	54	6	56	68	12
14	Student 14	46	52	6	54	60	6
15	Student 15	58	62	4	46	60	14
16	Student 16	46	52	6	44	72	28
17	Student 17	60	74	14	56	74	18
18	Student 18	48	54	6	54	68	14
19	Student 19	54	60	6	52	78	26
20	Student 20	40	42	2	50	74	24
Total		1038	1174	136	1032	1382	350

From the table above, it indicated that there was actually significant difference between the gain of pre test and post test in control and experimental class. To make it clear, it was analyzed in the data analysis below.

C. Data Analysis

1. The Data Analysis of the Students' Speaking Ability Taught without Using Balloon Debate Technique (Control Class)

The data of students' pre-test and post-test scores in control class were obtained from the result of their speaking ability without using Balloon Debate technique. It was analysed by using descriptive analysis with SPSS 16.0 version.

a. Pre-Test Score

The total frequency of the control class was 20 and the total score of students' pre-test was 1038. To know the descriptive statistic analysis, it was analysed by using SPSS 16.0 as follows:

TABLE IV. 6
STATISTICS

Pretest		
N	Valid	20
	Missing	0
Mean		51.90
Median		52.00
Mode		52 ^a
Std. Deviation		5.370
Variance		28.832
Skewness		-.485
Std. Error of Skewness		.512
Kurtosis		-.393
Std. Error of Kurtosis		.992
Minimum		40
Maximum		60
Sum		1038

a. Multiple modes exist. The smallest value is shown

From the table above, it showed that all of the data were analyzed. There is no datum missing in calculating. The mean score of the data was 51.90 with the median was 52.00. The most score that students got was 52. The standard deviation of the data was 5.370. From quadrate of standard deviation, it got the score of variance, it was 28.832. the minimun score that students got was 40 and the maximum was 60. The slope of curve was -0.485, it was called skewness. The pointed or dull of curve was -0.393, it was called kurtosis. To know the skewness and kurtosis, it should be analyzed as follows:

Skewness: it was the slope of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Skewness Ratio} = \frac{\text{Score of Skewness}}{\text{Standard Error of Skewness}}$$

$$\text{Skewness Ratio} = \frac{-0.485}{0.512}$$

$$\text{Skewness Ratio} = -0.947$$

Kurtosis: it was the pointed or dull of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Kurtosis Ratio} = \frac{\text{Score of Kurtosis}}{\text{Standard Error of Kurtosis}}$$

$$\text{Kurtosis Ratio} = \frac{-0.393}{0.992}$$

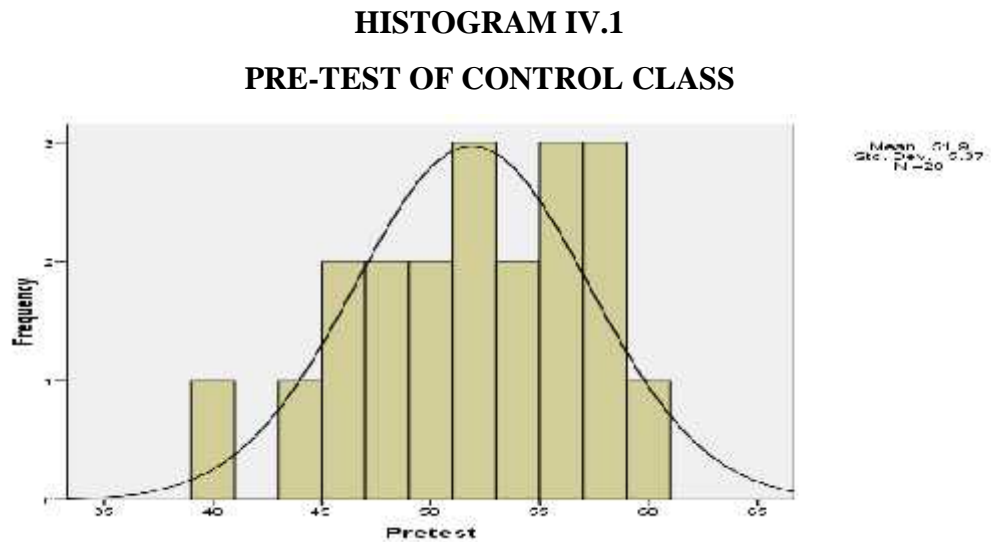
$$\text{Kurtosis Ratio} = -0.396$$

Note:

- a) If the skewness and kurtosis score is smaller than ± 2 , it means the distribution of data is normal.
- b) If the skewness and kurtosis score is bigger than ± 2 , it means the distribution of data is not normal.

From the calculation of skewness and kurtosis ratio score, it was found that the data was normal. Because both of the scores were smaller than ± 2 .

From the analysis above, it created a histogram as follows:



From the histogram above, it could be analyzed that the curve was almost normal.

b. Post-Test

Meanwhile, the total frequency of the post-test given in the control class was 20 and the total score was 1174. To know the descriptive statistic analysis, it would be analysed by using SPSS 16.0 as follows:

TABLE IV.7
STATISTICS

Posttest		
N	Valid	20
	Missing	0
Mean		58.70
Median		59.00
Mode		54
Std. Deviation		8.808
Variance		77.589
Skewness		-.035
Std. Error of Skewness		.512
Kurtosis		-.938
Std. Error of Kurtosis		.992
Minimum		42
Maximum		74
Sum		1174

From the table above, it showed that all of the data were analyzed. There is no datum missing in calculating. The mean score of the data was 58.70 with the median was 59.00. The most score that students got was 54. The standard deviation of the data was 8.808. From quadrate of standard deviation, it got the score of variance, it was 77.589. the minimum score that students got was 42 and the maximum was 74. The slope of curve was -0.035, it was called skewness. The pointed or dull of curve was -0.992, it was called kurtosis. To know the skewness and kurtosis, it should be analyzed as follows:

Skewness: it was the slope of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Skewness Ratio} = \frac{\text{Score of Skewness}}{\text{Standard Error of Skewness}}$$

$$\text{Skewness Ratio} = \frac{-0.035}{0.512}$$

$$\text{Skewness Ratio} = -0.0683$$

Kurtosis: it was the pointed or dull of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Kurtosis Ratio} = \frac{\text{Score of Kurtosis}}{\text{Standard Error of Kurtosis}}$$

$$\text{Kurtosis Ratio} = \frac{-0.938}{0.992}$$

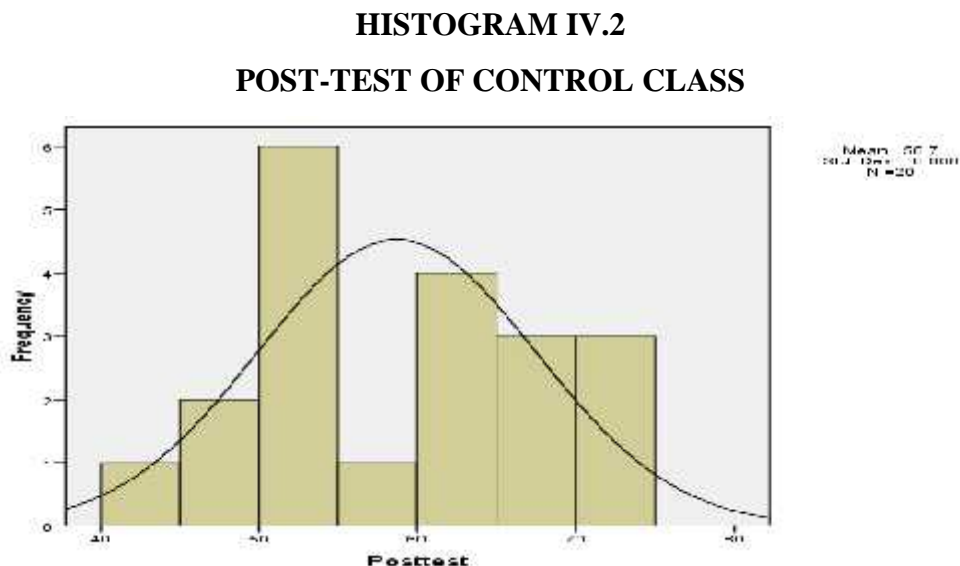
$$\text{Kurtosis Ratio} = -0.9455$$

Note:

- c) If the skewness and kurtosis score is smaller than ± 2 , it means the distribution of data is normal.
- d) If the skewness and kurtosis score is bigger than ± 2 , it means the distribution of data is not normal.

From the calculation of skewness and kurtosis ratio score, it was found that the data was normal. Because both of the scores were smaller than ± 2 .

From the analysis above, it created a histogram as follows:



From the histogram above, it could be analyzed that the curve was almost normal.

2. Data Analysis of the Students' Speaking Ability Taught by Using Balloon Debate Technique (Experimental Class)

The data of students' pre-test and post-test scores in experimental class were obtained from the result of their speaking ability by using Balloon Debate technique. It would be analysed by using descriptive analysis with SPSS 16.0 version.

a. Pre-Test Score

The total frequency of the experimental class was 20 and the total score of students' pre-test was 1032. To know the descriptive statistic analysis, it would be analysed by using SPSS 16.0 as follows:

TABLE IV.8
STATISTICS

Pretest		
N	Valid	20
	Missing	0
Mean		51.60
Median		53.00
Mode		56
Std. Deviation		4.925
Variance		24.253
Skewness		-.943
Std. Error of Skewness		.512
Kurtosis		.100
Std. Error of Kurtosis		.992
Minimum		40
Maximum		58
Sum		1032

From the table above, it showed that all of the data were analyzed. There is no datum missing in calculating. The mean score of the data was 51.60 with the median was 53.00. The most score that students got was 56. The standard deviation of the data was 4.925. From quadrate of standard deviation, it got the score of variance, it was 24.253. the minimum score that students got was 40 and the maximum was 58. The slope of curve was -0.943, it was called skewness. The pointed or dull of curve was 0.100, it was called kurtosis. To know the skewness and kurtosis, it should be analyzed as follows:

Skewness: it was the slope of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Skewness Ratio} = \frac{\text{Score of Skewness}}{\text{Standard Error of Skewness}}$$

$$\text{Skewness Ratio} = \frac{-0.943}{0.512}$$

$$\text{Skewness Ratio} = -1.8417$$

Kurtosis: it was the pointed or dull of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Kurtosis Ratio} = \frac{\text{Score of Kurtosis}}{\text{Standard Error of Kurtosis}}$$

$$\text{Kurtosis Ratio} = \frac{0.100}{0.992}$$

$$\text{Kurtosis Ratio} = 0.1008$$

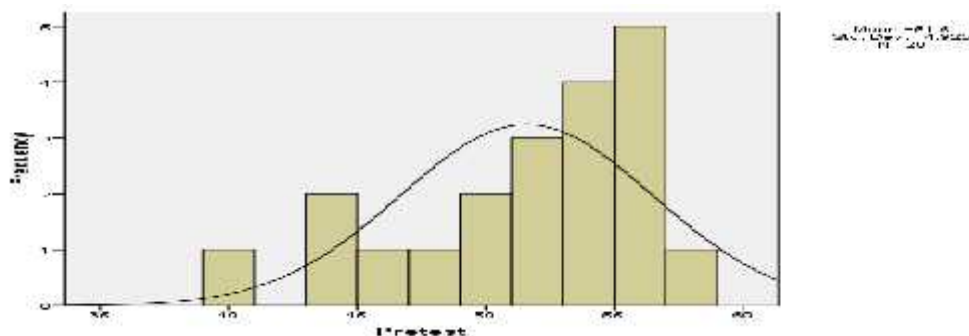
Note:

- e) If the skewness and kurtosis score is smaller than ± 2 , it means the distribution of data is normal.
- f) If the skewness and kurtosis score is bigger than ± 2 , it means the distribution of data is not normal.

From the calculation of skewness and kurtosis ratio score, it was found that the data was normal. Because both of the scores were smaller than ± 2 .

From the analysis above, it created a histogram as follows:

HISTOGRAM IV.3
PRE-TEST OF EXPERIMENTAL CLASS



From the histogram above, it could be analyzed that the curve was almost normal.

b. Post-Test

Meanwhile, the total frequency of the post-test given in the experimental class was 20 and the total score was 1382. To know the descriptive statistic analysis, it would be analysed by using SPSS 16.0 as follows:

TABLE IV.9
STATISTICS

Posttest		
N	Valid	20
	Missing	0
Mean		69.10
Median		69.00
Mode		62
Std. Deviation		7.152
Variance		51.147
Skewness		.080
Std. Error of Skewness		.512
Kurtosis		-1.544
Std. Error of Kurtosis		.992
Minimum		60
Maximum		80
Sum		1382

From the table above, it showed that all of the data were analyzed. There is no datum missing in calculating. The mean score of the data was 69.10 with the median was 69.00. The most score that students got was 62. The standard deviation of the data was 7.152. From quadrate of standard deviation, it got the score of variance, it was 51.147. the minimum score that students got was 60 and the maximum was 80. The slope of curve was 0.080, it was called skewness. The pointed or dull of curve was -1.544, it was called kurtosis. To know the skewness and kurtosis, it should be analyzed as follows:

Skewness: it was the slope of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Skewness Ratio} = \frac{\text{Score of Skewness}}{\text{Standard Error of Skewness}}$$

$$\text{Skewness Ratio} = \frac{0.080}{0.512}$$

$$\text{Skewness Ratio} = 0.1562$$

Kurtosis: it was the pointed or dull of curve. It could be used to know the normality of data. The statistical procedure is as follows:

$$\text{Kurtosis Ratio} = \frac{\text{Score of Kurtosis}}{\text{Standard Error of Kurtosis}}$$

$$\text{Kurtosis Ratio} = \frac{-1.544}{0.992}$$

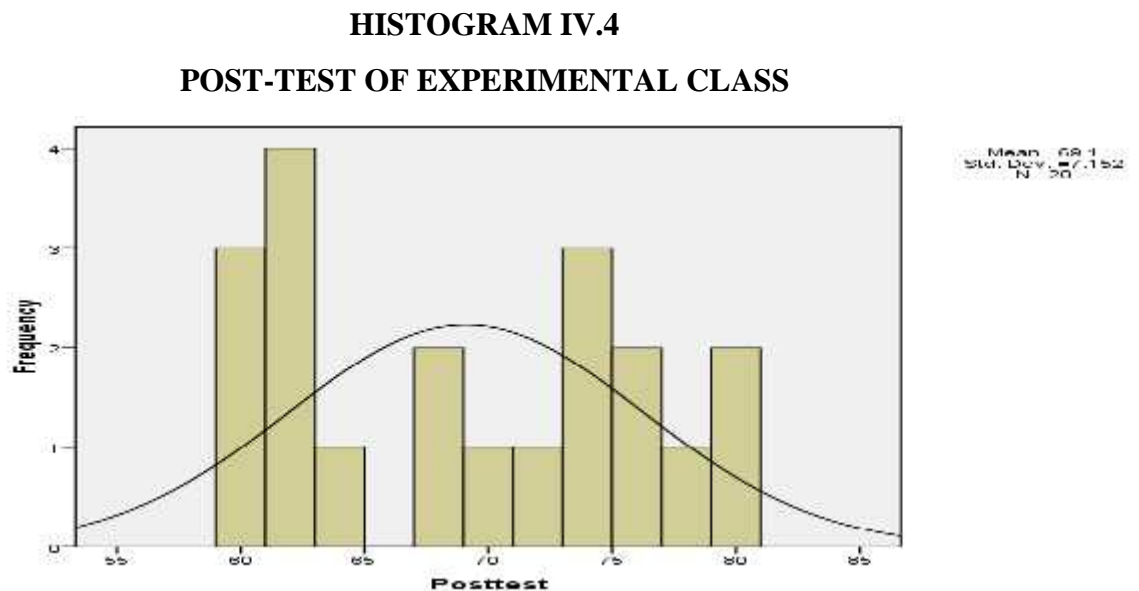
$$\text{Kurtosis Ratio} = -1.5564$$

Note:

- g) If the skewness and kurtosis score is smaller than ± 2 , it means the distribution of data is normal.
- h) If the skewness and kurtosis score is bigger than ± 2 , it means the distribution of data is not normal.

From the calculation of skewness and kurtosis ratio score, it was found that the data was normal. Because both of the scores were smaller than ± 2 .

From the analysis above, it created a histogram as follows:



From the histogram above, it could be analyzed that the curve was almost normal.

3. Data Analysis of Significant Effect in Using Balloon Debate Technique toward Students' Speaking Ability at Second Year of SMAN 1 Tempuling

To identify the effect of Balloon Debate technique toward students' speaking ability at second year of SMAN 1 Tempuling, it was done by calculating pre-test and post-test of experimental class.

The data of the students' pre test and post test scores in experimental class were obtained from the result of their speaking ability by using Balloon Debate technique. The score can be seen as follows:

TABLE IV. 10
THE POST-TEST SCORES OF STUDENTS' SPEAKING ABILITY IN
CONTROL AND EXPERIMENTAL CLASSES

STUDENTS	CONTROL CLASS	EXPERIMENTAL CLASS
Student 1	54	62
Student 2	64	62
Student 3	62	76
Student 4	58	74
Student 5	66	62
Student 6	48	80
Student 7	66	70
Student 8	50	62
Student 9	68	76
Student 10	70	60
Student 11	48	80
Student 12	70	64
Student 13	54	68
Student 14	52	60
Student 15	62	60
Student 16	52	72
Student 17	74	74
Student 18	54	68
Student 19	60	78
Student 20	42	74
Total	1174	1382
Mean	58.7	69.1

To analyze the score, the researcher used Independent Samples T-test to know the difference between the students' speaking ability in control and experimental class.

TABLE IV. 11
GROUP STATISTICS

Experim ent	N	Mean	Std. Deviation	Std. Error Mean
Control 1	20	58.70	8.808	1.970
2	20	69.10	7.152	1.599

Based on the table above, it could be seen that the total students from each class was 20 students. The mean of control class was 58.70, and mean of experimental class was 69.10. The standard deviation from control class was 8.808, while standard deviation from experimental class was 7.152. Standard error

TABLE IV. 12
INDEPENDENT SAMPLES TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Control	Equal variances assumed	1.038	.315	-4.099	38	.000	-10.400	2.537	-15.536	-5.264
	Equal variances not assumed			-4.099	36.462	.000	-10.400	2.537	-15.543	-5.257

mean of control class was 1.970, and experimental class was 1.599.

From the table independent-sample T-test showed that the t-test result was 4.099. df is 38, mean difference was 10.400, standard error difference was 2.537, the lower interval was 15.536, and the upper interval was 5.264.

By orienting the number of significance, if it was probably > 0.05 , null hypothesis (H_o) was accepted. If it was probably < 0.05 , alternative hypothesis (H_a) was accepted.

By comparing t_o (t-obtained) to t table with df was 40, the level significance of 5% was 2.02 and the level significance of 1% was 2.72. It means that null hypothesis (H_o) was rejected, while the alternative hypothesis (H_a) was accepted.

Based on the score of t-obtained gathered from SPSS 16, it showed that t_o was lower than t-table. The finding of t_o was 4.099, while the level of significance of 5% was 2.02 and the level of significant of 1% was 2.72. It could be read that $2.02 < 4.099 > 2.72$. The number of significance was 0.000. It was smaller than 0.05. Thus, the researcher could conclude that H_a was accepted and H_o was rejected. In other words, there was a significant effect of using Balloon Debate toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hiir Regency.

From the analysis above, it showed that the mean score of studens' speaking ability taught by using Balloon Debate technique was higher than taught without using Balloon Debate technique.

Therefore, the result could answer the formulation of the problem in the reasearch, they were:

1. The students' speaking ability at the second year of SMAN 1 Tempuling in Indragiri hilir Regency taught without using Balloon Debate technique had low score at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

2. The students' speaking ability at the second year of SMAN 1 Tempulin, Indragiri hilir Regency taught by using Balloon Debate technique had high score at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.
3. The Balloon Debate technique gave a significant effect toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answer of the formulation of the problem:

1. Students' speaking ability of the second year at SMAN 1 Tempuling in Indragiri Hilir regency taught without using Balloon Debate technique is low.
2. Students' speaking ability at the second year of SMAN 1 Tempuling in Indragiri Hilir Regency taught by using Balloon Debate technique is high.
3. The Balloon Debate technique gives significant effect toward students' speaking ability at second year of SMAN 1 Tempuling in Indragiri Hilir Regency.

B. Suggestion

Considering the result of this study, the writer would like to propose some suggestions. They are as follows:

1. Suggestion for Teachers

- a. The teacher should be more creative in selecting technique that can be used in teaching English, especially speaking skill, for example by using Balloon Debate technique.
- b. The teacher should give more chance to students in practicing English orally.
- c. The teacher should use the appropriate media to support teaching and learning process.

2. Suggestion for Students

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should practice English persistently to improve their speaking.
- c. The students should be more active in the class.

3. Suggestion for the Other Researcher

- a. The researchers are expected to find new strategies, techniques, methods, and approaches in order to make students feel enjoyable in learning English.
- b. The researchers should be serious to do the research. Because the process of the research will influence the result.

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